

- 1) During the observation week, Students have the opportunity to observe Mentors teaching model math or science lessons. Students will reflect on their observations and use this experience as a basis for planning and implementing the lessons that they will teach.
- 2) During the teaching experiences, Mentors provide Students with science or math teaching curriculum to which Students will design and align their lessons. Students submit lesson plan outlines to their Master Teacher and Mentor who will both provide suggestions for improvement. The Mentor is encouraged to remain in the classroom as often as possible while the Student is teaching and provide regular informal feedback. The Mentor will formally observe two (2) lessons being taught by the Student and provide written feedback to the Student.
- 3) Students will be observed by a Facilitator who will conduct ten (10) formal observations of the Student on a once per week basis. Such observations must be scheduled with the Participating School in advance.
- 4) Students will be observed by a Master Teacher who will conduct two (2) formal observations of the Student. Such observations must be scheduled with the Participating School in advance.
- 5) Any of the above referenced observations of Students participating in this Program may also include one or more Curriculum or Instructional Doctoral Students who, in collaboration with the Student's mentor, will assist Students with lesson planning and provide observation feedback.

- C. Videotaping Requirements. The ten (10) Facilitator-observed teaching classroom experiences required by this Program are videotaped by GW, to be reviewed for instructional purposes only by the participating Student and his or her Master Teacher and Facilitator. GW agrees that it will obtain permission from the parent or guardian of any student, or permission from the student him or herself if the student has reached eighteen (18) years of age, prior to capturing any image, voice, or other personally identifiable likeness of such student on any teaching experience recording. GW agrees that such recordings shall only be used for instructional purposes of the particular participating Student whose classroom experience is contained on the recording, and that all such recordings shall be destroyed immediately following the conclusion of the participating Student's Program experience.

Liaison and Staffing

Mentors: DCPS will designate math or science teachers to serve as mentors to Students. The Mentors will serve as the main points of contact between the Participating Schools and GW and to coordinate Student's observation and teaching experiences. All first-time Mentors are required to complete a GW-sponsored training session prior to serving as a Mentor.

Master Teachers: GW will designate three (3) full-time employees to serve as GWTeach master teachers. Master Teachers shall serve as instructors for GWTeach courses that require Students to participate in observations and teaching experiences at Participating Schools. Master Teachers agree to maintain contact with Participating Schools' Mentors during the Student observation and teaching experiences to

discuss Student progress and to provide assistance in tracking all Student work hours. Master Teachers shall also maintain contact with Students throughout the GWTeach observation and teaching experiences to discuss concerns, ideas and other issues.

Facilitator: GW will designate one (1) full-time employee to serve as a Facilitator only during the Apprentice Teaching internship. The Facilitator shall serve as an expert in science and/or mathematics teaching. The Facilitator will provide feedback to Students based on observations of the Student's classroom teaching and provide documentation of the observations and Student progress to GW.

Curriculum and Instruction Doctoral Students: GW will designate one to two (1-2) enrolled doctoral student(s) in its Curriculum and Instruction program to provide Students with observational feedback and to assist with lesson planning. The designated doctoral student(s) shall assist in collaboration with a Mentor.

Honorariums

Non-Apprentice Teaching Mentors: GW will donate to each Participating School an honorarium of one hundred dollars (\$100.00) for each Student a non-Apprentice Teaching Mentor from that Participating School is assigned in a single GW semester. A non-Apprentice Teaching Mentor shall not be assigned more than six (6) Students, and each Participating School will not receive an honorarium of more than six hundred dollars (\$600.00) per participating non-Apprentice Teaching Mentor in a single GW semester.

Apprentice Teaching Mentors: GW will donate to each Participating School an honorarium of five hundred dollars (\$500.00) for each Student an Apprentice Teaching Mentor from that Participating School is assigned in a single GW semester. An Apprentice Teaching Mentor shall not be assigned more than two (2) Students, and each Participating School will not receive an honorarium of more than one thousand dollars (\$1,000.00) per participating Apprentice Teaching Mentor in a single GW semester.

First-Time Mentors: GW will donate to each Participating School a one-time honorarium of fifty dollars (\$50.00) per Mentor from that Participating School to attend the GW-sponsored training session that shall occur before a Mentor begins to work with any Students.

GSEHD Program Contacts

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EXHIBIT B – Elementary Education

Program Expectations

Students will be supervised at all times by their Cooperating Teachers and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the Elementary Education Program.

- A. **Student Placements.** During the Program's course entitled "CPED 6635: Professional Internship in Elementary Education," each Student will be matched with a Cooperating Teacher. Cooperating Teachers will only be assigned one (1) intern to supervise during an internship experience. Students will intern with a Cooperating Teacher for the duration of GW's fall or spring semester. Each Student will also be matched with a GW Supervisor.
- B. **Fall Semester Requirements.** A Student's fall internship placement should provide the opportunity to apply, through Cooperating Teacher supervision at a Participating School, the theories and methods of instruction taught by GW. The Student's individual experience should be planned in consultations between the Cooperating Teacher and GW Supervisor, and aligned to a Participating School's required curriculum.
- 1) Students are required to intern at a Participating School for seven (7) consecutive weeks, four (4) days per week, Monday to Thursday, from 8:00 am to 2:00 pm.
 - 2) Each Student must complete a minimum of two (2) appointed, formal observations. These observations are attended by both the Cooperating Teacher and the GW Supervisor. A third observation may also be scheduled at the discretion of the Cooperating Teacher, GW Supervisor, and the Student.
 - 3) A conference between the Student, Cooperating Teacher, and GW Supervisor must be scheduled at the end of the placement to discuss the Student's performance.
- C. **Spring Semester Requirements.** A Student's spring internship placement should provide the opportunity for Students to develop their teaching competency through a set of incremental instructional experiences. The Student's individual experience should be planned in consultations between the Cooperating Teacher and GW Supervisor, and aligned to a Participating School's required curriculum.
- 1) Students are required to intern at a Participating School for sixteen (16) consecutive weeks, five (5) days per week, Monday to Friday, from 8:00 am to 4:00 pm.
 - 2) Each Student must complete a minimum of six (6) appointed, formal observations. These observations are attended by both the Cooperating Teacher and the GW Supervisor.

- 3) A conference between the Student, Cooperating Teacher, and GW Supervisor must be scheduled at mid-semester and at the end of the placement to discuss the Student's performance.

Liaison and Staffing

Cooperating Teachers: Participating Schools will designate teachers to serve as Cooperating Teachers to Students. The Cooperating Teacher will help Students to satisfy the Program Expectations by working with the GW Supervisor and must be the 'teacher of record' in the classrooms where Students are placed. The Cooperating Teacher will serve as the main point of contact with GW and coordinate the Student's internship experiences. All first-time Cooperating Teachers are required to attend a GW-sponsored orientation session prior to serving as a Cooperating Teacher. GW will coordinate all orientation sessions with the Participating Schools.

DCPS will strive to provide Cooperating Teachers with a minimum of three (3) years of teaching experience, and who are recommended by their Participating School's principal as an appropriate role model for a Student. Throughout the Program, each Cooperating Teacher shall provide structured supervision of their assigned students, which will include the following aspects when appropriate:

- goal-setting and planning the internship experience with the Student;
- providing a basic orientation to a Participating School's policy and procedures;
- acquainting the Student with the needs of the students in the classroom, curriculum, and plans for instruction;
- providing time for planning lessons with the Student;
- observing the Student and giving weekly feedback;
- fostering the Student's professional development through positive supportive mentoring and self-evaluation; and
- providing assessments of the Student's progress in collaboration with the GW Supervisor.

GW Supervisors: GW will match each Student with a university-based faculty member to serve as their supervisor. GW Supervisors shall serve as a main point of contact between GW and a Participating School. GW Supervisors will maintain contact with Cooperating Teachers during the Student's internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the Program's internship experiences to discuss concerns, ideas, and other issues. GW Supervisors will conduct formal observations of the Student's teaching and professional practices at a Participating School. GW Supervisors are also responsible for collecting and synthesizing assessment data that is used in the final evaluation of the Student's progress and abilities, as evidenced by collected performance data. All data collected pursuant to this paragraph shall be in accordance with Section III(1) of the Agreement. GW understands and acknowledges that while it may collect DCPS student PII for purposes of evaluating the performance of its participating Students, it may not further disclose such PII without the consent of the affected parent or adult student, including any such disclosure in any published report regarding Student performance, regardless of the report's intended audience.

Honorarium

Cooperating Teachers: GW will donate to Participating Schools an honorarium of fifty dollars (\$50.00) for each Student a Cooperating Teacher at that Participating School is assigned in a GW fall semester and eighty dollars (\$80.00) for each Student a Cooperating Teacher at that Participating School is assigned in a GW spring semester.

GSEHD Program Contact

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EXHIBIT C – Interdisciplinary Secondary Transitions Services

Program Expectations

Students will be supervised at all times by their Site Supervisors and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the Interdisciplinary Secondary Transitions Services Program.

- A. Student Placements. As a part of the Program course entitled “SPED 6995: School and Community Based Internship,” Students will complete a supervised internship at a Participating School or with a DCPS Central Office division. The internship placements should allow Students to participate in delivery of a Participating School’s or DCPS Central Office’s services and programs related to career, vocational, and transition services. The internship must be completed during a GW semester, as noted below, unless the Parties mutually agree in writing upon an alternate schedule.
- 1) During a fall, spring or summer GW semester, Students are required to intern at a Participating School or DCPS Central Office division for one hundred and fifty (150) hours.
 - 2) Students are required to intern at a Participating School or DCPS Central Office division for twelve (12) consecutive weeks for twelve and a half (12.5) hours per week.
- B. Supervisory Requirements. GW will match each Student intern with a Site Supervisor and a GW Supervisor.
- 1) Site Supervisors are expected to provide direct supervision to Students throughout their internship placement.
 - 2) GW Supervisors will provide active Student supervision through in-person or online consultations with Students and Site Supervisors. Each placement requires a minimum of two (2) consultations between the Student, the Site Supervisor, and the GW Supervisor.
 - 3) Site Supervisors will provide the GW Supervisor an interim (mid-semester) and final (end-of-semester) written evaluation of Student’s activities.
 - 4) A three-way conference between the Student, Site Supervisor and GW Supervisor should be scheduled at the end of the internship.

Liaison and Staffing

Site Supervisors: Participating Schools will designate a supervisor for each Student intern. The Site Supervisor will serve as the main point of contact between a Participating School and the GW Supervisor to coordinate the Student’s internship experience. The Site Supervisors are expected to provide supervision to Students throughout their internship placement.

GW Supervisors: GW will match each Student with a faculty or staff member to serve as their supervisor. The GW Supervisor is the official representative of GW who serves as a liaison and main

point of contact between GW, the Site Supervisor, and a Participating School. GW Supervisors will maintain regular contact with Site Supervisors during the internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the internship experiences to discuss concerns, ideas, and other issues. The GW Supervisor assumes overall responsibility for the academic supervision of Students with respect to fulfilling GW Program requirements.

GSEHD Program Contact

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EXHIBIT D – Educational Leadership & Administration

Program Expectations

Students will be supervised at all times by their Site Supervisors and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the Educational Leadership & Administration Program.

- A. **Student Placements.** As a part of the Program course entitled “EDUC 6287: Administration Internship,” students will complete a supervised internship at a Participating School or DCPS Central Office division. Prior to DCPS accepting a student into the internship component of the Program, GW will notify DCPS of which course the Student is enrolled in, so that DCPS may be able to structure an appropriate field experience. The internship placements should allow Students to deliver a Participating School’s or DCPS Central Office division’s services and programs. The internship must be completed during a GW semester, as noted below, unless the Parties mutually agree in writing upon an alternate schedule.
- B. **Internship Requirements.** A Student’s internship placement should provide both varied and significant opportunities to experience and participate in activities related to education administration and leadership through a meaningful practicum experience. Students are required to intern at a Participating School or DCPS Central Office division for a minimum of one hundred seventy-five (175) hours.
- C. **Supervisory Requirements.** GW will match each Student intern with a Site Supervisor and a GW Supervisor.
 - 1) Site Supervisors are expected to provide direct guidance and supervision to Students throughout their internship placement and verify Student hours.
 - 2) GW Supervisors will provide active Student supervision through consultations with Students and Site Supervisors.
 - 3) Internship Site Supervisors will provide the GW Supervisor an interim (mid-semester) consultation and final (end-of-semester) written evaluation of Student’s activities.

Liaison and Staffing

Site Supervisors: Participating Schools will designate a supervisor for each Student intern. The Site Supervisor will serve as the main point of contact between a Participating School and the GW Supervisor to coordinate the Student’s internship experience. The Site Supervisors are expected to provide supervision to Students throughout their internship placement.

GW Supervisors: GW will match each Student with a faculty member to serve as their supervisor. The GW Supervisor is the official representative of GW who serves as a liaison and main point of contact between GW, the Site Supervisor, and a Participating School. GW Supervisors will maintain regular contact with Site Supervisors during the internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the internship experiences to discuss

concerns, ideas, and other issues. The GW Supervisor assumes overall responsibility for the academic supervision of Students with respect to fulfilling GW Program requirements.

GSEHD Program Contact

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**EXHIBIT E – Teaching Children with Emotional and Behavioral Disorders (“CEBD”) and
Secondary Special Education (“SSE”)**

Program Expectations

Students will be supervised at all times by their Cooperating Teachers and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the CEBD and/or SSE Programs.

- A. **Student Placements.** As a part of the CEBD Program courses entitled “SPED 6990: Internship in Teaching Children with Emotional and Behavioral Disabilities: Assistant Teacher,” and “SPED 6991: Internship in Teaching Children with Emotional and Behavioral Disabilities: Co-Teacher” or the SSE Program courses entitled “SPED 6992: Behavior Management Practicum: Adolescents with Disabilities” and “SPED 6996: Teaching Internship in Transition Special Education,” Students will complete a supervised paraeducator internship at a Participating School. Prior to DCPS accepting a student into the internship component of the Program, GW will notify DCPS of which course(s) the Student is enrolled in, so that DCPS may be able to structure an appropriate field experience. The internship placements should allow Students the opportunity to be considered for hire as full-time permanent paraeducators for DCPS during the internship component of the Program, and to teach students with identified learning disabilities and/or emotional and behavioral disabilities. Should DCPS hire any Students as a paraeducator during the Program, the Student will fulfill the Program’s internship requirements while working as a paraeducator in the same classrooms for which they are hired by DCPS to work as a paraeducator. Nothing in the Agreement or this Exhibit E requires DCPS to hire all or any of the Students as a paraeducator during, or at the completion of, a Student’s participation in the Program. The internship must be completed during GW’s entire academic school year, as noted below, unless the Parties mutually agree in writing upon an alternate schedule.
- 1) Students are required to intern at a Participating School for GW’s entire academic school year, not including any Participating School’s extended school year session.
 - 2) Students will be observed in their role as student teachers by GW Supervisors a minimum of six (6) times during each semester. All observations must be scheduled with Participating School in advance.
- B. **Supervisory Requirements.** In collaboration with GW, Participating Schools will match each Student intern with a Cooperating Teacher. Additionally, GW will match each student with a GW Supervisor.
- 1) Cooperating Teachers are expected to provide direct supervision to Students throughout their internship placement.
 - 2) GW Supervisors will provide active Student supervision through direct teaching observation for a minimum of six (6) times during each semester. Each placement requires a minimum of two (2) consultations between the Student, the Cooperating Teacher, and the GW Supervisor.

- 3) Cooperating Teachers will provide the GW Supervisor with a monthly written evaluation of Student's activities using the GW provided form "Cooperating Teacher Report."

Liaison and Staffing

Cooperating Teachers: Participating Schools will designate a supervisor for each Student intern. Cooperating Teachers must be certified in special education and have taught for at least two school years. Placements, or any change in placement locations, will be at the sole discretion of Participating Schools after consultation with GW. The Cooperating Teacher is expected to provide supervision to Students throughout their internship placement.

GW Supervisors: GW will match each Student with a faculty or staff member to serve as their supervisor. The GW Supervisor is the official representative of GW who serves as a liaison and main point of contact between GW, the Cooperating Teacher, and a Participating School. GW Supervisors will maintain regular contact with Cooperating Teachers during the internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the internship experiences to discuss concerns, ideas, and other issues. The GW Supervisor assumes overall responsibility for the academic supervision of Students with respect to fulfilling GW Program requirements.

GSEHD Program Contact

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EXHIBIT F: Secondary Education

Program Expectations

Students will be supervised at all times by their Cooperating Teachers and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the Secondary Education Program.

- A. **Student Placements.** During the Program's course entitled "CPED 6532/6534: Professional Internship in Secondary/Middle School Education," each Student will be matched with a Cooperating Teacher. Cooperating Teachers will only be assigned one (1) intern to supervise during the internship experience. In some circumstances, there is also the opportunity for the Student to work with more than one Cooperating Teacher if the Participating School, GW Supervisor, and Cooperating Teachers deem this appropriate. Because Students are being prepared in a secondary licensure area, Students have the option to intern with the same Cooperating Teacher for the duration of GW's spring semester or to split their spring semester placement into two eight-week sessions (one in a middle school and one in a high school). Each Student will also be matched with a GW Supervisor.

- B. **Fall Semester Requirements.** A Student's fall school-based placement should provide the opportunity to observe and apply, through Cooperating Teacher supervision at Participating School, the theories and methods of instruction taught at GW. The Student's individual experience should be planned in consultation with the Cooperating Teacher and GW faculty, and aligned to a Participating School's required curriculum. As a part of this fall school-based experience, Students are required to complete the following:
 - 1) A minimum of thirty (30) hours of field experience in their Participating School, scheduled in consultation with the Cooperating Teacher.
 - 2) Plan and teach at least one (1) content area lesson with the support of the Cooperating Teacher.

- C. **Spring Semester Requirements.** A Student's spring internship placement should provide the opportunity for Students to develop their teaching competency through a set of incremental instructional experiences. The Student's individual experience should be planned in consultations between the Cooperating Teacher and GW Supervisor, and aligned to a Participating School's required curriculum.
 - 1) Students are required to intern at a Participating School for sixteen (16) consecutive weeks, five (5) days per week, Monday to Friday following the hours of the Participating School. If students are completing two eight (8) week placements, Students are required to intern for eight (8) consecutive weeks, five (5) days per week, Monday to Friday following the hours of the Participating School. The second eight (8) week placement follows these same guidelines.
 - 2) Each Student must complete a minimum of six (6) appointed, formal observations. These observations are attended by both the Cooperating Teacher and the GW Supervisor.

- 3) A conference between the Student, Cooperating Teacher, and GW Supervisor must be scheduled at mid-semester and at the end of the placement to discuss the Student's performance.

Liaison and Staffing

Cooperating Teachers: Participating Schools will designate teachers to serve as Cooperating Teachers to Students. The Cooperating Teacher will help Students to satisfy the Program Expectations by working with the GW Supervisor and must be the 'teacher of record' in the classrooms where Students are placed. The Cooperating Teacher will serve as the main point of contact with GW and coordinate the Student's internship experiences. All first-time Cooperating Teachers are required to attend a GW-sponsored orientation session prior to serving as a Cooperating Teacher. GW will coordinate all orientation sessions with the Participating Schools.

DCPS will strive to provide Cooperating Teachers with a minimum of three (3) years of teaching experience, and who are recommended by their Participating School's principal as an appropriate role model for a Student. Throughout the Program, each Cooperating Teacher shall provide structured supervision of their assigned students, which will include the following aspects when appropriate:

- goal-setting and planning the internship experience with the Student;
- providing a basic orientation to a Participating School's policy and procedures;
- acquainting the Student with the needs of the students in the classroom, curriculum, and plans for instruction;
- providing time for planning lessons with the Student;
- observing the Student and giving weekly feedback;
- fostering the Student's professional development through positive supportive mentoring and self-evaluation; and
- providing assessments of the Student's progress in collaboration with the GW Supervisor.

GW Supervisors: GW will match each Student with a university-based faculty member to serve as their supervisor. GW Supervisors shall serve as a main point of contact between GW and a Participating School. GW Supervisors will maintain contact with Cooperating Teachers during the Student's internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the Program's internship experiences to discuss concerns, ideas, and other issues. GW Supervisors will conduct formal observations of the Student's teaching and professional practices at a Participating School. GW Supervisors are also responsible for collecting and synthesizing assessment data that is used in the final evaluation of the Student's progress and abilities, as evidenced by collected performance data. All data collected pursuant to this paragraph shall be in accordance with Section III(1) of the Agreement. GW understands and acknowledges that while it may collect DCPS student PII for purposes of evaluating the performance of its participating Students, it may not further disclose such PII without the consent of the affected parent or adult student, including any such disclosure in any published report regarding Student performance, regardless of the report's intended audience.

Honorarium

Cooperating Teachers: GW will donate to Participating Schools an honorarium of eighty dollars (\$80.00) for each Student a Cooperating Teacher at that Participating School is assigned in a GW spring semester.

GSEHD Program Contact

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Exhibit G – Special Education for Culturally and Linguistically Diverse Learners (“SECLDL”)

Program Expectations

Students will be supervised at all times by their Site Supervisor and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the SECLDL Program.

- A. **Student Placements.** During the Program’s course entitled “SPED 6997: Internship in Teaching Culturally and Linguistically Diverse Students with Disabilities,” each Student will be matched with a Site Supervisor. Site Supervisors will only be assigned one (1) intern to supervise during an internship experience. Students will intern with a Site Supervisor for the duration of GW’s fall or spring semester. Each Student will also be matched with a GW Supervisor.
- B. **Internship Requirements.** A Student’s internship placement should provide the opportunity to apply, through Site Supervisor supervision at a Participating School, the theories and methods of instruction tailored to culturally and linguistically diverse learners. The Student’s individual experience should be planned in consultations between the Site Supervisor and GW Supervisor, and aligned to the Participating School’s required curriculum.
 - 1) Students are required to intern at a Participating School for one (1) semester, Fall or Spring, three to five (3-5) days per week, Monday to Friday, from 8:00 am to 3:00 pm, for a total of no less than 560 hours.
 - 2) Each Student must complete a minimum of six (6) appointed, formal observations. These observations are attended by either the Site Supervisor or the GW Supervisor. Additional observations may also be scheduled at the discretion of the Site Supervisor, GW Supervisor, and the Student.

Liaison and Staffing

Site Supervisors. Participating Schools will designate a Site Supervisor for each Student intern. The Site Supervisor will help Students to satisfy the Program Expectations by working with the GW Supervisor and must be the ‘teacher of record’ in the classroom where Students are placed. The Site Supervisor will serve as the main point of contact with GW and coordinate the Student’s internship experiences.

DCPS will strive to provide Site Supervisors with a minimum of three (3) years of teaching experience, and who are recommended by their Participating School’s principal as an appropriate role model for a Student. Throughout the Program, each Site Supervisor shall provide structured supervision of their assigned students, which will include the following aspects when appropriate:

- goal-setting and planning the internship experience with the Student;
- providing a basic orientation to a Participating School’s policy and procedures;
- acquainting the Student with the needs of the students in the classroom, curriculum, and plans for instruction;
- providing time for planning lessons with the Student;
- observing the Student and giving weekly feedback;

- fostering the Student's professional development through positive supportive mentoring and self-evaluation; and
- providing assessments of the Student's progress in collaboration with the GW Supervisor.

GW Supervisors. GW will match each Student with a faculty member to serve as their supervisor. The GW Supervisor is the official representative of GW who serves as a liaison and main point of contact between GW, the Site Supervisor, and a Participating School. GW Supervisors will maintain regular contact with Site Supervisors during the internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the internship experiences to discuss concerns, ideas, and other issues. GW Supervisors will conduct formal observations of the Student's teaching and professional practices at the Participating School. GW Supervisors are also responsible for collecting and synthesizing assessment data that is used in the final evaluation of the Student's progress and abilities, as evidenced by collected performance data. All data collected pursuant to this paragraph shall be in accordance with Section III(1) of the Agreement. GW understands and acknowledges that while it may collect DCPS student PII for purposes of evaluating the performance of its participating Students, it may not further disclose such PII without the consent of the affected parent or adult student, including any such disclosure in any published report regarding Student performance, regardless of the report's intended audience.

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EXHIBIT H – Early Childhood Special Education (ECSE)

Program Expectations

Students will be supervised at all times by their Site Supervisor and GW Supervisors (as defined below) and will not have direct, unsupervised access to any Participating School students during the ECSE Programs.

Direct experience in the field is a major component of the Early Childhood Special Education (ECSE) Graduate Student Programs, which include a master's degree, an education specialist degree, and an autism spectrum disorders graduate certificate. Students have two field-based experiences, each with an accompanying seminar. Students are on site in a program two days per week for their practicum. The internship is a four day per week experience completed at the end of the program

- A. **Student Placements.** As a part of the ECSE Program courses entitled “SPED 6261: Practicum in Methods and Materials for Young Exceptional Children,” and “SPED 6993: Internship in Teaching Young Children with Disabilities,” Students will complete a supervised practicum or internship at a Participating School. Prior to a Participating School accepting a student into the practicum or internship component of the Program, GW will notify the Participating School of which course(s) the Student is enrolled in, so that the Participating School may be able to structure an appropriate field experience.

- B. **Practicum and Internship Requirements.** A Student's practicum or internship placement should provide both varied and significant opportunities to experience and participate in activities related to teaching young children with or at risk for disabilities.
 - 1) **SPED 6261 Requirements:** This course explores learning theories and frameworks, developmentally appropriate practices, and instructional methods for working with young children and their families. This course and fieldwork are the student's first exposure to the continuum of intervention and special education services for young children and families. The course includes a university-based weekly seminar (two (2) hours per week) and a field-based practicum experience (two (2) days per week). Each student is required to spend a minimum of 100 hours during the semester working directly with young children and families under the guidance of a Site Supervisor and is expected to complete the experience until the end of the semester (even if minimum number of hours is reached).

 - 2) **SPED 6993 Requirements:** The internship is designed to be both an integrative and a culminating experience of the master's program. The internship is an opportunity for students to synthesize and integrate the program content and relate theoretical constructs and research-based and recommended practices to the realities of the field. Students are expected to work at their internship sites at least four (4) days per week and must acquire a minimum of 325 field hours during the internship. The GW supervisor visits each intern regularly, observing student performance and providing individualized feedback. The Site Supervisor mentors the student throughout the internship and gives summative feedback on student performance at the completion of the internship experience. In addition, students will attend a seminar (two (2) hours per week) to reflect on their internship experiences and to receive instruction, support, and feedback on an

action research project completed during internship and presented at the Annual Networking Conference.

- C. Supervisory Requirements. In collaboration with GW, Participating Schools will match each Student with a Site Supervisor. Additionally, GW will match each Student with a GW Supervisor.
- 1) Site Supervisors are expected to provide direct guidance and supervision to Students throughout their practicum or internship placement and verify Student hours.
 - 2) GW Supervisors will schedule regular observations throughout the semester to observe Students interacting with children and/or families at the Participating School. The GW Supervisor will meet with the Student following the observation for a reflective supervisory session and/or provide e-mail feedback following each observation.

Liaison and Staffing

Site Supervisors: Participating Schools will designate a supervisor for each Student. Site Supervisors must have a master's degree (or higher) in education or a related field, as well as a minimum of three (3) years of experience in early intervention, early childhood special education, or a related field. Placements, or any change in placement locations, will be at the sole discretion of Participating Schools after consultation with GW. The Site Supervisor is expected to provide supervision to Students throughout their practicum or internship placement.

GW Supervisors: GW will match each Student with a faculty or staff member to serve as their supervisor. The GW Supervisor is the official representative of GW who serves as a liaison and main point of contact between GW, the Site Supervisor, and a Participating School. GW Supervisors will maintain regular contact with Site Supervisors during the practicum or internship experience to discuss Student progress. GW Supervisors shall also maintain contact with Students throughout the practicum and internship experiences to discuss concerns, ideas, and other issues. The GW Supervisor assumes overall responsibility for the academic supervision of Students with respect to fulfilling GW Program requirements.

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**WASHINGTON
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**MEMORANDUM OF AGREEMENT
BETWEEN
WASHINGTON PERFORMING ARTS
AND
DISTRICT OF COLUMBIA PUBLIC SCHOOLS
FOR ARTS EDUCATION PROGRAMS**

Since 1965, Washington Performing Arts has worked in partnership with the District of Columbia Public Schools (“**DCPS**”) to bring dynamic arts education programs to its students that complement and support the DCPS’s curricula in arts education. For 44 years, Washington Performing Arts and DCPS have worked together to fund and implement the Embassy Adoption Program (“**EAP**”). In addition, Washington Performing Arts’ efforts with DCPS include DC Keys, the DCPS Honors Ensembles Festival, Concerts in Schools, In-School Artist Residencies, Main Stage Artist Residencies, and the Capital Arts Partnership programs (“**CAP**”), including Capital Jazz, Capital Strings, Capital Voices, and Capital Dance. These programs have allowed Washington Performing Arts to offer a continuum of arts education programming to DC students throughout each school year. Through Washington Performing Arts’ in-school programs, hundreds of thousands of students in the District of Columbia (“the District”) have been exposed to a broad spectrum of the performing and visual arts through creative and award-winning programs.

The purpose for this Memorandum of Agreement (“**MOA**” or “Agreement”) is (i) to recognize the interconnected and complementary nature of arts education services provided by Washington Performing Arts, a non-profit organization, and the arts and global education curricula implemented by the DCPS and (ii) to define the roles, responsibilities and procedures for collaboration between Washington Performing Arts and DCPS (collectively referred to herein as the “**Parties**”) in support of arts and global education programs for the students of DCPS.

This MOA is intended to codify the terms of the relationship between the Parties in support of collaborative activities and ensure the continued development of these high-quality educational programs for DCPS students.

Programs (collectively referred to herein as the “**Programs**”) covered by this Agreement include, but are not limited to:

1. The Embassy Adoption Program;
2. Capital Arts Partnership Programs;
3. DC Keys;
4. DCPS Honors Ensembles;
5. Concerts in Schools;



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6. In-School Artist Residencies;
7. Main Stage Artist Residencies;

I. OVERVIEW OF PROGRAMS

A. THE EMBASSY ADOPTION PROGRAM

The EAP is an arts-integrated global education program which gives 5th and 6th grade DCPS students a better understanding of and appreciation for global issues and world cultures. The program, co-founded and implemented by Washington Performing Arts and DCPS, provides a direct connection between DCPS classrooms and foreign embassies and global representatives located in Washington, DC, and includes class visits to embassies and cultural organizations, student interaction with performing artists and participation in a Mini-United Nations. Since the EAP's inception in 1974, over 100 embassies have participated in the program, and over 45,000 DCPS students have been impacted.

Each fall, DCPS schools from all four quadrants of the city are matched with embassies and global representatives from all over the world. The participating 5th and 6th grade classes study their "adopted" country or region using a framework that is aligned with local and national learning standards. The framework is interdisciplinary, incorporating reading, writing, math, social studies, science, foreign language, art, music, and physical education. Through EAP, students learn a variety of skills, including oral presentation, report and letter writing, computer technology, traditional arts, and map reading.

Diplomats or global representatives provide support by visiting 5th grade classrooms a minimum of three times per year and by visiting 6th grade classrooms for at least one day-long visit. Diplomats and global representatives often bring printed materials, posters, DVDs, musical instruments, and other artifacts of their culture for the students. Some teach the students songs and dances, or lead them in an art project. In the spring, students visit their partner's embassy or office to present a short program to the embassy staff, reflecting what they have learned during the year through the EAP.

Another component of the program is the all-day Mini-United Nations where 6 delegates from each class discuss environmental issues from the point of view of their "adopted country" or region and vote on resolutions in a general assembly.

The Washington Performing Arts Education staff and the DCPS Global Education staff will work together to support the program. In addition to this staff



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support, Washington Performing Arts coordinates a group of volunteers to provide classroom support for teachers.

B. CAPITAL ARTS PARTNERSHIP PROGRAMS

Founded in 2007, Washington Performing Arts' four Capital Arts Partnership programs (Capital Jazz, Capital Strings, Capital Voices, and Capital Dance) foster instrumental and vocal music instruction, dance and movement concepts, writing, listening, improvisation, and performance skills. Held in DCPS elementary, middle, and select high schools, the Capital Arts Partnership (CAP) programs actively involve the classroom teacher, students, and Washington Performing Arts' Teaching Artists in hands-on, performance-based arts education. Capital Jazz, the first CAP program, was developed in collaboration with Jazz at Lincoln Center and builds music reading, writing, listening, improvisation, and performance skills. Capital Strings sparks music appreciation and practice with stringed instrument instruction. Capital Dance introduces strong foundations for dance and movement. Capital Voices uses gospel and world music genres for voice training and music education.

Partner schools are identified by Washington Performing Arts each year, in collaboration with DCPS Office of Teaching and Learning Arts staff, and in consultation with the targeted principal and teacher. Washington Performing Arts teaching artists provide support for the program by visiting partner classrooms throughout the school year during the contract period. They conduct rehearsals, coach small ensembles, teach new techniques, and provide sectional support at the request of and in collaboration with their partner teachers.

Washington Performing Arts' Teaching Artist Faculty is composed of professional performers and educators who bring a depth of passion, education, and experience to their teaching artistry. Their credentials include doctorates in music, dance, and/or education, success as published composers and authors, and acclaim as active, nationally-renowned performers.

Participating students and teachers receive a minimum of 15 contact hours with professional teaching artists in their classrooms. In addition to classroom activities, Washington Performing Arts provides opportunities and transportation for students to experience live performances by professional ensembles in DC-area venues, including the Kennedy Center, Shakespeare Theater, Music Center at Strathmore, THEARC, and others. Each participating school presents a culminating in-school concert. Washington Performing Arts also provides, whenever possible, opportunities for students to participate in public performances at venues including the Kennedy Center, Phillips Collection, and National Gallery of Art.



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Washington Performing Arts teaching artists implement the program in schools in collaboration with DCPS music and classroom teachers, and are supported by Washington Performing Arts Education staff.

C. DC Keys

Launched in 2017, DC Keys is an instructional model that places the keyboard as the central instrument of instruction in DCPS music classrooms. The program, co-founded and implemented by Washington Performing Arts and DCPS, is based on the idea that every child can learn to play a keyboard for deeper knowledge of musical ideas as well as academic and life skills beyond the arts. In SY 2018-19, all DCPS elementary schools (81) and a growing number of middle schools have at least 12 keyboards in their music classrooms to be used during general music class. Students use the keyboards to learn music concepts, improvisation, and composition.

Unlike traditional piano education, students will experience the keyboard as a musical tool, engaging in a process of experimentation and composition from the earliest grades, while developing more traditional music knowledge. As students develop, the keyboard becomes a gateway between analog and digital music production.

District-wide implementation of DC Keys was mandatory for DCPS elementary schools in the 2017-18 school year, and impacted more than 25,000 students in grades K-5. Each school year, more secondary schools will begin to implement the curriculum until it is available to all DCPS students (K-12) will have opportunity to participate in DC Keys each year.

DC Keys Fellows, a cohort of DCPS music educators, meet monthly with DCPS and Washington Performing Arts staff to develop the ongoing curriculum for DC Keys. Semi-annual composition days allow for the Fellows, WPA staff, and others to compose original music that is implemented as part of the curriculum, making the DC Keys program unique in the field of music education.

The Washington Performing Arts Education staff and the DCPS Arts Education staff work together to support the program.

D. DCPS Honors Ensembles

A collaboration among DCPS, Washington Performing Arts, and other organizations (including The Washington Chorus, The Air National Guard Band,



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and George Mason University), DCPS Honors Ensembles bring top performing music students together to create a yearly themed concert on a transformational topic.

Washington Performing Arts oversees the instrumental Honors Ensemble that is assembled each year and coordinates the festival logistics with all partners. DCPS secondary music teachers participate in Professional Development (PD) workshops throughout the school year related to Honors Ensembles. After the first PD of the year, DCPS secondary music teachers nominate up to 10 students to participate in the instrumental Honors Ensemble. After acceptance into the Honors Ensembles, secondary music teachers and students participate in a two-day festival in which they will rehearse with their counterparts from across the city and perform the world premiere of several pieces of music for their family, friends, and community.

Music for the instrumental DCPS Honors Ensemble is commissioned by Washington Performing Arts each year based on the theme of the Honors Ensembles festival. In addition to the Honors Ensemble festival activities, all instrumental participants will have the opportunity to:

- work with WPA teaching artists in their schools to prepare their music
- attend performances presented by Washington Performing Arts (tickets will be provided)
- learn about composition and new music (a direct connection to the DC Keys curriculum).

The DCPS Honors Ensemble festival and performances occurs in March of each school year.

E. CONCERTS IN SCHOOLS

A mainstay of Washington Performing Arts since its inception in 1965, Concerts In Schools (CIS) provides free in-school music, dance, and storytelling performances, lectures, and demonstrations to DCPS students. Using curriculum- and standards-based teaching plans and an experienced cadre of artists and ensembles, CIS introduces students to live performance as well as forums to learn about heterogeneous cultures through interactive programming featuring U.S., Caribbean, African, Latin American, and European art forms.

Washington Performing Arts offers Concerts In Schools events in a back-to-back performance/demonstration format that covers two (2) performances on-site at a school within 3.0 hour time frames. This format allows the school to include a majority of the students in the experience.



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Classroom teachers and/or school administrators self-select to participate in the program each year via an online registration process on Washington Performing Arts' website.

Washington Performing Arts teaching artists implement the program in schools in collaboration with school administrators, faculty, and/or staff, and are supported by Washington Performing Arts Education staff.

F. IN-SCHOOL ARTIST RESIDENCIES

Launched in 1965, Washington Performing Arts' In-School Artist Residencies (ISAR) enable students to engage with professional performers of local and national/international reputation over an extended period with activities linked to the DCPS Framework for Arts Learning and other curricula and aligned with state and national standards. ISAR events are free to DCPS students.

In-School Artist Residencies expand upon the Concerts In Schools experience through a five-session classroom residency in arts-learning activities that connect the art form to the DCPS Framework for Arts Learning and other curricula. Each residency begins or culminates with a school-wide presentation by the artist or ensemble leading the residency.

The ISAR program provides the classroom teacher with many options. Some residencies offer already-prepared lessons designed to deeply address one or more specific topics (such as geometry, world history, writing, or college preparation). Others allow for more flexibility and input from the classroom teacher. All residencies encourage the Washington Performing Arts teaching artists and school educators to work together to develop a program that best meets the needs of the students.

Classroom teachers and/or school administrators self-select to participate in the program each year via an online registration process on Washington Performing Arts' website.

Washington Performing Arts teaching artists implement the program in schools in collaboration with school administrators, faculty, and/or staff, and are supported by Washington Performing Arts Education staff. Washington Performing Arts' Teaching Artist Faculty is composed of professional performers and educators who bring a depth of passion, education, and experience to their teaching artistry. Their credentials include doctorates in music and education, success as published composers and authors, and acclaim as active, internationally-renowned performers.



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G. MAINSTAGE ARTIST RESIDENCIES

Mainstage Artist Residencies foster student interaction via master classes, workshops, and panels with the world-renowned artists featured in Washington Performing Arts' programming season. Mainstage residency artists have included Simone Dinnerstein, Cécile McLorin-Salvant, and Hugh Masekela.

Washington Performing Arts schedules Mainstage Artist Residencies for free at targeted schools, in consultation with DCPS Arts staff from the Office of Teaching and Learning.

II. TERM

This MOA shall be effective on the date of signing and terminate on the 31st day of August 2021 (the "**Initial Term**"). The Initial Term may be renewed for successive terms, or any fraction thereof, by mutual written agreement of the Parties (the Initial Term and any successive terms are collectively referred to herein as the "**Term**").

III. RESPONSIBILITIES

A. EMBASSY ADOPTION PROGRAM (EAP)

1. DCPS agrees to assume the following responsibilities in support of the EAP:
 - a. Support the full participation of DCPS teachers selected for the program, and involve appropriate central office personnel as required for successful program implementation.
 - b. Provide, at a minimum, funding for the salary of one full-time employee to staff the EAP during the Term of this Agreement subject to the availability of appropriated funds for this purpose.
 - c. Provide guidance to the EAP staff, under the Chief of Teaching and Learning, to ensure alignment of EAP's multidisciplinary instructional materials with appropriate local and national educational standards.
 - d. In collaboration with Washington Performing Arts staff, identify the non-personnel program materials and services to be purchased for the program by Washington Performing



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Arts as referenced in Section III.A.2.d. All expenditures made by Washington Performing Arts will utilize such Washington Performing Arts funds as are available for this purpose.

- e. In collaboration with Washington Performing Arts staff, identify areas for evaluation and assessment of student participants in the Embassy Adoption Program, and provide the total number of students/schools participating in the program and anonymous student satisfaction survey results upon request, but only to the extent such data may be provided according to the DCPS Office of the Chief of Schools (“OCS”) guidelines and applicable privacy laws (see Section XI).
 - f. Participate in regularly scheduled meetings with Washington Performing Arts to discuss EAP activities, the contents of which will be agreed to by the parties.
2. Washington Performing Arts agrees to assume the following responsibilities in support of the EAP:
- a. Subject to the availability of funding, provide, at a minimum, funding for the salary of one full-time staff member from Washington Performing Arts to work in conjunction with DCPS.
 - b. Coordinate with DCPS and other entities, including the Washington Performing Arts Women’s Committee, to secure volunteer support for the program.
 - c. Provide additional appropriate assistance and consultation from Washington Performing Arts staff to the Washington Performing Arts and DCPS staff working on the EAP.
 - d. Subject to the availability of funding, during the Term of this Agreement, provide a minimum of \$25,000 of funding for essential non-personnel program expenses, including:
 - a. Buses or fare for public transportation to transport all participating students to their adoptive embassies and EAP-related events;

- b. Refreshments, supplies, and other expenses associated with training sessions for participating EAP teachers and embassy representatives;
 - c. Lunch, supplies, and other expenses associated with the EAP Mini-United Nations program;
 - d. Program supplies and materials for participating EAP classrooms;
 - e. “Thank you” gifts for Ambassador/spouse and embassy staff;
 - f. Supplies and materials necessary to implement the program, including recruitment tools, printed materials, and other items identified throughout the program year.
- e. Subject to the availability of funds, provide opportunities for EAP students to participate in cultural activities, such as visits to museums and art galleries, interactions with artists and attendance at concerts.
 - f. In collaboration with DCPS staff, identify areas for evaluation and assessment of student participants in the Embassy Adoption Program, and provide student tracking data upon request.
 - g. Participate in regularly scheduled meetings with DCPS to discuss EAP activities and program developments.

B. CAPITAL ARTS PARTNERSHIPS

1. DCPS agrees to assume the following responsibilities in support of the Capital Arts Partnerships:
 - a. Support the appropriate participation of DCPS teachers selected for the program, and involvement of appropriate central office personnel, as reasonably required for successful program implementation.
 - b. Subject to the availability of instruments and funding, provide musical instruments and essential accessories in good working condition to schools/students participating in

the program, including transport and storage for such items. The parties understand and agree that this commitment relates only to existing inventory and that it does not obligate DCPS to purchase any additional musical instruments.

- c. In collaboration with Washington Performing Arts staff, identify areas for evaluation and assessment of student participants in the Capital Arts Partnership programs and provide the total number of students/schools participating in the programs and anonymous student satisfaction survey results upon request, but only to the extent such data may be provided according to OCS guidelines and applicable privacy laws (see Section XI).
2. Washington Performing Arts agrees to assume the following responsibilities in support of the Capital Arts Partnership Programs:
- a. Subject to the availability of funding, provide full-time program personnel from Washington Performing Arts to oversee the development and implementation of all program logistics for the Capital Arts Partnership Programs.
 - b. Identify and contract all teaching artists to implement the Capital Arts Partnership programs, including instrumentalists (jazz and string), vocalists, and dancers, as determined by school/program participation. Washington Performing Arts understands and agrees that it may not hire or otherwise contract with DCPS teachers during their contracted work year to provide teaching services to DCPS schools under the Programs.
 - c. Subject to the availability of funding and where possible, provide musical instruments and essential accessories in good working condition to schools/students participating in the program.
 - d. Provide additional appropriate assistance and consultation from Washington Performing Arts staff to partner teachers and DCPS staff.